



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

11232 North 65th Ave, Glendale, AZ 85304

Peoria Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Excelling
2003-04 Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Terrie Barnes
Schedule : 07:30 AM to 04:30 PM
Grades : Pre-K-8
Web Address : copperwood.peoriaud.k12.az.us
Phone Number : (623) 412-4650
Fax Number : (928) 412-4660
E-mail : tbarnes@peoriaud.k12.az.us

Mission

Copperwood exists to provide students with a dynamic, rigorous quality education, so that they may reach their full potential both academically and socially, becoming lifelong learners and responsible citizens.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To maintain and/or increase current levels of student achievement in reading comprehension, language arts and math. To increase achievement for all students as measured by the AIMS, AzAc and teacher/district generated assessments.
- ü To increase staff expertise and application of technology for management, instruction and assessment to increase student achievement.

Enrollment

October 1, 2005 School Year Student Enrollment : 852
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 300

Instructional Programs

- Ü Regular Full-day Classes
- Ü Gifted Differentiated Center
- Ü On-site Special Education
- Ü Alternative Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

To provide students with a safe, stimulating learning environment by setting high standards for behavior and academic success while focusing on individual student needs.

Parents

To act in partnership with the school by supporting student attendance; monitoring assignments; modeling positive attitudes toward learning; attending school activities; and fostering respect for school rules, property, staff and students.

Transportation Policy

Transportation services are provided for eligible special education students. Parent provide their own transportation for students who reside outside of the Copperwood attendance area.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Labeled Excelling School for the 2005 School Year	2005
Ü Labeled Excelling School for the 2004 School Year	2004
Ü Labeled Excelling School for the 2003 School Year	2004
Ü Two Grant Award Winners, Wells Fargo and Walmart Grants	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	2757	80010	97	97	99	486	455	447	NA	6	10	10	15	18	44	59	53	46	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1317	38935	98	97	99	481	454	447	NA	5	9	17	15	19	37	59	55	46	20	17
Male	48	1437	40974	96	96	98	490	456	448	NA	7	11	4	14	18	50	58	52	46	21	19
African American	NC	152	4201	NC	95	99	NC	445	430	NC	8	17	NC	16	23	NC	64	51	NC	12	9
Hispanic	17	752	34545	94	95	99	458	439	432	NA	10	14	12	22	24	71	58	53	18	11	9
Asian/Pacific Islander	11	98	2068	100	98	99	487	463	474	NA	4	4	18	14	10	27	55	50	55	27	36
American Indian/Alaskan Native	NC	40	3979	NC	98	96	NC	450	424	NC	10	17	NC	10	30	NC	63	47	NC	18	6
White	52	1714	35142	96	97	99	502	463	465	NA	4	5	4	11	11	37	59	56	60	25	28
Students with Disabilities	11	447	10161	85	84	93	478	433	419	NA	19	28	9	24	28	55	44	36	36	12	8
Students without Disabilities	78	2310	69849	99	100	100	487	459	451	NA	4	7	10	13	17	42	62	56	47	22	19
Limited English Proficient Students	NC	144	14013	NC	93	97	NC	410	413	NC	21	24	NC	43	34	NC	34	39	NC	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	29	838	39029	94	95	98	457	439	432	NA	11	14	14	22	25	72	56	52	14	11	9
Non-Economically Disadvantaged	60	1919	40981	98	98	100	500	462	462	NA	4	6	8	11	13	30	60	54	62	25	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	2732	79438	97	96	98	486	465	451	NA	4	9	15	19	24	55	62	56	30	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1311	38775	98	97	99	484	470	457	NA	3	7	20	17	22	46	62	58	34	18	13
Male	48	1418	40560	96	95	97	488	460	446	NA	6	12	10	21	25	63	62	54	27	10	9
African American	NC	151	4178	NC	94	98	NC	454	439	NC	6	13	NC	24	29	NC	63	52	NC	7	6
Hispanic	17	743	34297	94	94	98	463	448	434	NA	7	14	24	27	31	65	59	50	12	6	5
Asian/Pacific Islander	11	98	2063	100	98	99	477	464	475	NA	5	3	18	20	15	55	58	63	27	16	20
American Indian/Alaskan Native	NC	39	3940	NC	95	95	NC	463	429	NC	8	14	NC	13	36	NC	69	47	NC	10	3
White	52	1700	34887	96	97	98	503	473	471	NA	3	4	6	16	15	52	64	63	42	18	18
Students with Disabilities	11	422	9588	85	80	88	479	441	416	NA	14	30	18	32	32	45	46	34	36	8	5
Students without Disabilities	78	2310	69850	99	100	100	487	469	456	NA	3	7	14	17	23	56	65	59	29	15	12
Limited English Proficient Students	NC	139	13856	NC	90	96	NC	412	407	NC	21	27	NC	50	43	NC	29	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	29	818	38685	94	92	97	461	447	435	NA	8	14	24	30	32	69	56	50	7	7	5
Non-Economically Disadvantaged	60	1914	40753	98	97	99	498	472	467	NA	3	5	10	15	16	48	65	62	42	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	2759	79971	97	97	99	459	437	423	1	5	8	19	33	41	67	60	49	12	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	1318	38974	98	97	99	469	451	437	2	3	5	10	23	33	71	69	57	17	5	4
Male	48	1439	40895	96	96	98	451	424	410	NA	6	10	27	41	47	65	51	41	8	1	2
African American	NC	154	4203	NC	96	99	NC	432	411	NC	6	11	NC	31	45	NC	61	43	NC	2	2
Hispanic	17	752	34481	94	95	99	439	428	410	NA	6	10	35	38	46	65	54	43	NA	1	1
Asian/Pacific Islander	11	98	2067	100	98	99	476	442	449	NA	3	4	27	33	28	36	60	60	36	4	8
American Indian/Alaskan Native	NC	40	3995	NC	98	96	NC	427	409	NC	10	10	NC	25	47	NC	63	42	NC	3	1
White	52	1714	35150	96	97	99	469	441	437	NA	4	5	12	30	35	75	62	56	13	4	5
Students with Disabilities	11	455	10258	85	86	94	433	403	377	NA	14	23	55	47	51	36	37	25	9	2	1
Students without Disabilities	78	2304	69713	99	99	100	463	443	429	1	3	5	14	30	39	72	64	52	13	4	3
Limited English Proficient Students	NC	145	13985	NC	94	97	NC	395	382	NC	10	18	NC	59	54	NC	31	27	NC	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	29	838	38994	94	95	98	435	424	409	3	6	10	28	40	47	69	52	41	NA	2	1
Non-Economically Disadvantaged	60	1921	40977	98	98	100	471	443	437	NA	4	5	15	29	34	67	63	56	18	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2799	80147	100	97	99	513	490	482	3	7	11	11	14	17	42	53	49	43	26	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1350	39281	100	98	99	515	491	483	2	6	9	7	14	17	55	54	50	36	26	24
Male	42	1447	40780	100	96	98	511	489	482	5	7	12	17	14	17	26	52	48	52	27	24
African American	NC	152	4249	NC	97	99	NC	471	464	NC	15	17	NC	20	22	NC	51	48	NC	14	13
Hispanic	10	657	33494	100	96	99	NA	473	466	NA	10	15	NA	20	23	NA	55	49	NA	14	14
Asian/Pacific Islander	NC	95	2103	NC	99	99	NC	508	515	NC	2	4	NC	12	8	NC	49	44	NC	37	45
American Indian/Alaskan Native	NC	38	4117	NC	95	96	NC	478	456	NC	13	19	NC	13	27	NC	55	46	NC	18	8
White	74	1856	36122	100	97	99	518	497	501	1	5	5	8	12	10	46	52	50	45	31	35
Students with Disabilities	16	350	10295	94	80	92	457	454	443	19	26	33	25	24	26	44	40	33	13	10	8
Students without Disabilities	81	2449	69852	100	100	100	524	495	488	NA	4	7	9	13	16	42	55	51	49	29	26
Limited English Proficient Students	NC	114	12722	NC	92	97	NC	434	441	NC	28	27	NC	39	33	NC	32	37	NC	1	3
Migrant Students	--	11	622	--	100	97	--	439	454	--	27	19	--	45	30	--	27	43	--	NA	8
Economically Disadvantaged	28	760	38371	100	93	97	505	474	465	4	10	15	11	21	23	50	54	49	36	15	13
Non-Economically Disadvantaged	69	2039	41776	100	98	100	516	496	498	3	5	6	12	12	11	39	52	49	46	31	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	2782	79686	99	96	98	494	483	470	3	5	11	16	18	24	60	67	57	21	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1348	39163	100	98	99	502	489	475	2	3	9	11	15	22	60	69	60	27	13	10
Male	41	1432	40438	98	95	97	484	478	465	5	7	13	22	20	25	61	65	54	12	8	7
African American	NC	152	4228	NC	97	98	NC	470	458	NC	11	15	NC	20	28	NC	62	53	NC	7	4
Hispanic	10	650	33299	100	95	98	NA	468	452	NA	9	17	NA	26	32	NA	60	47	NA	6	3
Asian/Pacific Islander	NC	95	2097	NC	99	99	NC	487	490	NC	3	5	NC	17	13	NC	63	68	NC	17	14
American Indian/Alaskan Native	NC	38	4087	NC	95	96	NC	473	446	NC	5	16	NC	26	38	NC	61	44	NC	8	2
White	73	1846	35914	99	97	98	500	489	489	1	3	5	12	15	15	66	70	67	21	12	14
Students with Disabilities	15	332	9808	88	76	87	452	451	432	20	21	35	40	32	32	33	42	30	7	5	3
Students without Disabilities	81	2450	69878	100	100	100	502	487	475	NA	3	8	11	16	23	65	70	61	23	11	9
Limited English Proficient Students	NC	109	12594	NC	88	96	NC	424	422	NC	28	34	NC	48	45	NC	25	21	NC	NA	0
Migrant Students	--	10	611	--	91	95	--	NA	439	--	NA	22	--	NA	39	--	NA	37	--	NA	2
Economically Disadvantaged	28	748	38095	100	92	97	483	468	452	4	8	17	21	26	32	54	61	48	21	5	3
Non-Economically Disadvantaged	68	2034	41591	99	98	99	499	488	486	3	4	6	13	15	16	63	69	65	21	12	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	2808	80372	99	97	99	491	484	475	3	2	4	16	24	30	77	71	64	4	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1356	39452	100	98	99	511	497	488	NA	1	3	7	15	22	85	80	72	7	4	3
Male	41	1450	40836	98	96	98	464	472	464	7	3	6	27	33	37	66	62	56	NA	1	1
African American	NC	152	4264	NC	97	99	NC	469	465	NC	5	5	NC	28	35	NC	66	59	NC	1	1
Hispanic	10	665	33608	100	97	99	NA	473	462	NA	4	6	NA	29	36	NA	66	57	NA	1	1
Asian/Pacific Islander	NC	95	2098	NC	99	99	NC	497	500	NC	2	2	NC	20	16	NC	68	75	NC	9	7
American Indian/Alaskan Native	NC	38	4128	NC	95	97	NC	481	464	NC	NA	4	NC	32	39	NC	68	56	NC	NA	1
White	73	1857	36213	99	97	99	491	489	489	3	2	2	16	23	22	81	73	72	NA	2	3
Students with Disabilities	15	361	10526	88	82	94	448	445	427	13	9	15	33	51	53	53	39	31	NA	1	1
Students without Disabilities	81	2447	69846	100	100	100	499	489	482	1	1	3	12	21	26	81	76	69	5	2	2
Limited English Proficient Students	NC	116	12747	NC	94	97	NC	436	432	NC	12	12	NC	51	52	NC	37	36	NC	NA	0
Migrant Students	--	11	621	--	100	97	--	456	452	--	9	9	--	27	40	--	64	51	--	NA	0
Economically Disadvantaged	28	772	38521	100	95	98	479	471	461	4	4	6	18	31	38	75	64	55	4	1	1
Non-Economically Disadvantaged	68	2036	41851	99	98	100	495	489	489	3	2	3	15	22	22	78	74	72	4	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2833	79306	94	97	99	537	515	504	9	8	13	13	16	20	33	54	49	44	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	1390	38845	98	98	99	537	515	505	6	6	11	17	17	20	30	55	50	47	22	18
Male	50	1439	40383	91	96	98	538	515	504	12	9	14	10	15	19	36	53	47	42	23	19
African American	NC	174	4171	NC	96	98	NC	500	485	NC	7	20	NC	28	26	NC	50	44	NC	14	10
Hispanic	NC	685	32673	NC	96	99	NC	497	487	NC	14	18	NC	21	25	NC	52	46	NC	14	10
Asian/Pacific Islander	NC	92	2147	NC	100	99	NC	535	539	NC	4	5	NC	16	10	NC	42	46	NC	37	40
American Indian/Alaskan Native	NC	33	4034	NC	94	97	NC	496	479	NC	15	22	NC	27	29	NC	45	43	NC	12	7
White	72	1849	36234	94	97	99	547	522	523	8	5	6	8	12	13	33	56	52	50	26	28
Students with Disabilities	12	368	10286	67	80	91	477	479	462	50	29	41	17	25	27	8	36	27	25	10	5
Students without Disabilities	85	2465	69020	100	100	100	546	520	510	4	4	9	13	14	18	36	57	52	47	24	21
Limited English Proficient Students	NC	96	10291	NC	91	96	NC	450	458	NC	47	38	NC	29	34	NC	23	26	NC	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	25	752	37437	89	94	97	506	493	486	20	15	19	24	24	26	32	48	46	24	12	9
Non-Economically Disadvantaged	72	2081	41869	96	98	100	548	523	521	6	5	7	10	13	14	33	56	51	51	26	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2813	79000	94	96	98	515	499	489	5	5	10	12	18	24	60	67	58	23	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	1384	38774	98	97	99	523	503	494	4	3	7	9	17	22	62	68	61	26	11	10
Male	50	1425	40150	91	95	98	508	496	485	6	7	12	16	20	25	58	65	55	20	9	8
African American	NC	172	4153	NC	95	98	NC	488	476	NC	5	13	NC	26	30	NC	63	53	NC	6	4
Hispanic	NC	677	32508	NC	95	98	NC	483	472	NC	9	15	NC	27	33	NC	58	49	NC	5	3
Asian/Pacific Islander	NC	92	2142	NC	100	99	NC	502	510	NC	3	4	NC	17	14	NC	65	67	NC	14	16
American Indian/Alaskan Native	NC	32	4016	NC	91	96	NC	487	467	NC	3	14	NC	31	37	NC	56	46	NC	9	2
White	72	1840	36135	94	97	98	523	506	508	4	4	4	7	14	14	65	70	67	24	12	15
Students with Disabilities	12	348	9991	67	75	88	471	468	449	25	19	33	33	32	36	33	46	29	8	3	2
Students without Disabilities	85	2465	69009	100	100	100	521	503	495	2	3	6	9	17	22	64	70	62	25	11	10
Limited English Proficient Students	NC	90	10199	NC	86	95	NC	437	439	NC	39	35	NC	41	47	NC	20	18	NC	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	25	742	37234	89	93	97	487	480	472	12	9	15	24	29	33	52	58	50	12	4	3
Non-Economically Disadvantaged	72	2071	41766	96	98	99	525	506	505	3	4	5	8	15	16	63	70	65	26	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2841	79611	94	97	99	526	503	496	4	5	7	15	33	37	76	61	56	4	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	1393	39016	98	98	99	536	517	511	4	3	4	13	23	29	77	72	66	6	1	1
Male	50	1444	40519	91	96	98	517	490	482	4	7	10	18	43	44	76	50	46	2	0	0
African American	NC	173	4188	NC	96	98	NC	497	486	NC	6	9	NC	34	40	NC	59	50	NC	1	0
Hispanic	NC	692	32855	NC	97	99	NC	487	481	NC	8	10	NC	41	43	NC	51	47	NC	1	0
Asian/Pacific Islander	NC	92	2149	NC	100	100	NC	511	519	NC	2	4	NC	29	24	NC	68	70	NC	NA	2
American Indian/Alaskan Native	NC	33	3992	NC	94	96	NC	491	478	NC	9	10	NC	36	46	NC	52	44	NC	3	0
White	72	1851	36380	94	97	99	531	510	511	3	4	4	15	30	30	78	65	65	4	1	1
Students with Disabilities	12	378	10664	67	82	94	479	456	440	8	17	23	42	52	54	50	30	22	NA	1	1
Students without Disabilities	85	2463	68947	100	100	100	533	510	504	4	3	4	12	30	34	80	66	61	5	1	1
Limited English Proficient Students	NC	101	10362	NC	96	97	NC	429	438	NC	23	22	NC	64	57	NC	13	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	25	761	37626	89	95	98	501	483	479	8	9	10	20	43	45	68	48	45	4	0	0
Non-Economically Disadvantaged	72	2080	41985	96	98	100	535	511	511	3	3	4	14	30	30	79	66	65	4	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	2877	79327	95	96	98	560	538	518	6	10	19	7	14	20	46	51	46	41	25	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1415	38961	96	97	98	556	538	520	4	9	16	8	14	20	52	53	48	36	24	16
Male	50	1461	40295	94	96	97	565	538	516	8	10	21	6	14	19	40	48	44	46	27	16
African American	NC	145	4247	NC	94	98	NC	515	499	NC	15	27	NC	26	24	NC	48	41	NC	12	8
Hispanic	17	659	32327	89	96	98	544	518	499	18	17	27	6	18	25	53	50	41	24	15	8
Asian/Pacific Islander	NC	103	1939	NC	97	99	NC	564	556	NC	5	6	NC	7	10	NC	48	47	NC	41	36
American Indian/Alaskan Native	NC	37	4391	NC	100	96	NC	528	489	NC	8	32	NC	19	27	NC	57	36	NC	16	4
White	74	1933	36373	96	97	98	562	546	538	3	7	10	8	13	14	46	51	52	43	29	25
Students with Disabilities	NC	339	9321	NC	78	87	NC	486	467	NC	36	54	NC	25	22	NC	31	21	NC	8	3
Students without Disabilities	93	2538	70006	99	99	100	564	544	524	4	6	14	6	13	19	46	53	49	43	28	18
Limited English Proficient Students	NC	94	9431	NC	89	95	NC	470	466	NC	51	53	NC	23	27	NC	24	18	NC	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	23	752	37097	92	93	97	543	515	498	13	18	27	4	19	25	52	49	41	30	14	7
Non-Economically Disadvantaged	77	2125	42230	96	97	99	565	546	535	4	7	11	8	13	15	44	51	50	44	29	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	2872	79501	95	96	98	527	509	497	5	5	10	9	20	25	73	69	60	13	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1413	39062	96	97	99	525	514	502	NA	4	8	12	18	23	78	72	64	10	6	5
Male	50	1458	40368	94	96	98	529	505	491	10	6	13	6	23	27	68	67	57	16	5	3
African American	NC	145	4279	NC	94	99	NC	491	485	NC	8	14	NC	30	30	NC	61	54	NC	1	2
Hispanic	17	658	32389	89	96	98	505	493	478	12	10	16	18	28	34	65	61	48	6	1	1
Asian/Pacific Islander	NC	103	1936	NC	97	99	NC	521	519	NC	4	3	NC	12	14	NC	77	73	NC	8	9
American Indian/Alaskan Native	NC	37	4401	NC	100	96	NC	494	473	NC	11	17	NC	19	40	NC	70	43	NC	NA	1
White	74	1929	36446	96	96	99	533	516	516	4	3	4	7	18	15	74	72	73	15	7	7
Students with Disabilities	NC	334	9411	NC	77	88	NC	469	453	NC	19	36	NC	40	36	NC	40	26	NC	1	1
Students without Disabilities	93	2538	70090	99	99	100	531	514	502	3	3	7	8	18	24	75	73	65	14	6	5
Limited English Proficient Students	NC	90	9401	NC	85	94	NC	448	443	NC	36	40	NC	48	46	NC	17	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	23	754	37183	92	94	97	517	491	479	9	10	16	13	31	34	61	57	49	17	3	1
Non-Economically Disadvantaged	77	2118	42318	96	97	99	530	516	513	4	3	5	8	17	17	77	74	70	12	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	2901	80000	95	97	99	580	577	564	7	2	3	4	6	11	64	78	75	25	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1431	39288	96	98	99	600	592	579	4	1	2	NA	2	6	66	77	77	30	20	16
Male	50	1469	40644	94	96	98	561	563	549	10	2	4	8	9	15	62	80	74	20	8	7
African American	NC	149	4307	NC	96	99	NC	562	551	NC	3	4	NC	8	13	NC	83	75	NC	6	7
Hispanic	17	665	32672	89	97	99	561	566	548	12	2	4	NA	8	14	76	83	76	12	7	6
Asian/Pacific Islander	NC	104	1945	NC	98	99	NC	594	592	NC	NA	1	NC	3	4	NC	69	69	NC	28	25
American Indian/Alaskan Native	NC	37	4424	NC	100	97	NC	578	549	NC	NA	3	NC	5	14	NC	84	77	NC	11	5
White	74	1946	36602	96	97	99	582	582	579	7	2	2	5	5	7	59	77	75	28	16	16
Students with Disabilities	NC	357	9919	NC	82	93	NC	526	505	NC	5	9	NC	27	35	NC	65	54	NC	3	2
Students without Disabilities	93	2544	70081	99	100	100	586	584	571	6	1	2	2	3	7	65	80	79	27	15	12
Limited English Proficient Students	NC	96	9571	NC	91	96	NC	518	502	NC	5	10	NC	31	29	NC	64	60	NC	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	23	769	37534	92	96	98	558	560	547	9	3	4	4	10	15	74	80	76	13	7	5
Non-Economically Disadvantaged	77	2132	42466	96	98	100	587	584	578	6	1	2	4	5	7	61	78	75	29	16	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	2923	78546	99	96	97	581	561	543	2	7	15	12	12	18	51	60	52	35	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1449	38645	98	97	98	581	562	545	2	5	13	13	12	18	50	61	54	35	22	15
Male	39	1472	39792	100	95	97	581	561	542	3	8	17	10	12	17	51	59	50	36	21	15
African American	NC	152	4205	NC	94	97	NC	549	524	NC	9	22	NC	18	22	NC	59	49	NC	14	7
Hispanic	16	656	31177	100	95	97	551	547	524	NA	11	22	38	17	23	50	58	48	13	15	7
Asian/Pacific Islander	NC	103	1940	NC	96	99	NC	585	580	NC	2	5	NC	12	9	NC	52	53	NC	34	33
American Indian/Alaskan Native	NC	34	4689	NC	85	95	NC	545	515	NC	6	28	NC	6	25	NC	88	43	NC	NA	4
White	65	1978	36450	98	97	97	582	566	563	3	5	7	6	10	12	54	61	57	37	24	23
Students with Disabilities	10	309	8093	91	76	82	NA	513	489	NA	29	50	NA	28	24	NA	37	23	NA	5	2
Students without Disabilities	83	2614	70453	100	100	100	588	567	549	NA	4	11	7	10	17	55	63	56	37	23	16
Limited English Proficient Students	NC	91	9323	NC	90	94	NC	505	491	NC	31	47	NC	35	28	NC	32	24	NC	2	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	23	756	34694	96	92	96	551	546	524	NA	10	23	30	17	23	61	61	48	9	12	7
Non-Economically Disadvantaged	70	2167	43852	100	98	99	591	567	559	3	6	10	6	10	13	47	60	56	44	25	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	2936	79045	98	97	98	540	523	512	2	5	10	11	19	25	67	68	58	20	8	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1453	38860	96	98	98	545	530	519	NA	3	7	9	16	22	72	72	62	19	9	8
Male	39	1481	40075	100	96	97	532	517	505	5	7	12	13	22	28	62	64	54	21	7	6
African American	NC	152	4250	NC	94	98	NC	516	500	NC	6	12	NC	24	31	NC	61	54	NC	9	3
Hispanic	16	661	31314	100	95	98	522	509	493	NA	9	16	13	26	34	75	61	48	13	4	2
Asian/Pacific Islander	NC	104	1949	NC	97	99	NC	532	536	NC	6	4	NC	15	15	NC	67	66	NC	12	15
American Indian/Alaskan Native	NC	35	4719	NC	88	96	NC	512	489	NC	9	15	NC	6	39	NC	86	45	NC	NA	2
White	64	1984	36730	97	98	98	541	528	532	3	4	4	9	17	16	69	70	68	19	9	12
Students with Disabilities	NC	320	8552	NC	78	87	NC	479	463	NC	22	35	NC	41	40	NC	36	23	NC	2	1
Students without Disabilities	83	2616	70493	100	100	100	543	528	517	1	3	7	10	16	24	69	72	62	20	9	8
Limited English Proficient Students	NC	92	9355	NC	91	95	NC	457	456	NC	32	37	NC	58	48	NC	10	15	NC	1	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	23	763	34922	96	93	96	517	506	493	NA	8	15	9	30	34	87	60	48	4	3	3
Non-Economically Disadvantaged	69	2173	44123	99	98	99	547	529	527	3	5	6	12	15	18	61	71	66	25	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	2957	79657	99	98	99	592	578	566	NA	2	3	2	5	8	92	92	87	5	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1462	39120	98	98	99	601	589	580	NA	1	2	NA	2	4	94	95	92	6	1	2
Male	39	1493	40423	100	97	98	580	566	553	NA	3	5	5	8	12	90	88	83	5	1	1
African American	NC	156	4290	NC	97	99	NC	570	560	NC	5	4	NC	4	9	NC	89	86	NC	1	1
Hispanic	16	667	31642	100	96	99	590	568	552	NA	3	5	NA	7	11	100	90	84	NA	0	0
Asian/Pacific Islander	NC	104	1948	NC	97	99	NC	585	589	NC	3	1	NC	5	3	NC	88	91	NC	5	4
American Indian/Alaskan Native	NC	35	4760	NC	88	97	NC	570	547	NC	3	5	NC	11	14	NC	86	81	NC	NA	0
White	65	1995	36929	98	98	99	590	581	579	NA	2	2	3	4	5	92	93	91	5	1	2
Students with Disabilities	10	341	9069	91	84	92	NA	530	508	NA	7	11	NA	26	30	NA	67	58	NA	0	1
Students without Disabilities	83	2616	70588	100	100	100	597	583	573	NA	1	2	2	2	5	92	95	91	6	1	1
Limited English Proficient Students	NC	95	9521	NC	94	96	NC	509	507	NC	12	13	NC	23	24	NC	65	63	NC	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	23	775	35341	96	95	97	586	567	551	NA	3	5	NA	8	12	96	89	83	4	1	0
Non-Economically Disadvantaged	70	2182	44316	100	99	100	594	581	578	NA	2	2	3	4	5	91	93	90	6	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	3051	78400	99	96	97	589	575	554	9	10	21	7	14	19	60	59	47	24	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1502	38686	100	97	98	590	576	554	10	9	20	4	13	20	65	61	49	22	18	12
Male	50	1547	39636	98	96	96	588	575	554	8	10	23	10	14	18	56	56	46	26	19	13
African American	11	168	4193	100	96	97	515	552	533	55	20	32	9	22	23	36	49	40	NA	9	5
Hispanic	17	747	30732	100	95	97	579	559	534	NA	13	31	18	21	24	65	55	40	18	11	5
Asian/Pacific Islander	NC	103	1827	NC	100	99	NC	594	594	NC	5	8	NC	6	12	NC	62	49	NC	27	31
American Indian/Alaskan Native	--	33	4536	--	100	95	--	566	528	--	18	35	--	12	25	--	58	37	--	12	4
White	71	1998	37038	99	96	97	603	582	575	4	8	11	4	11	14	62	60	56	30	21	19
Students with Disabilities	NC	233	7840	NC	68	81	NC	519	498	NC	44	60	NC	18	18	NC	28	20	NC	9	2
Students without Disabilities	94	2818	70560	100	100	99	592	579	560	6	7	17	7	13	19	62	61	50	24	19	14
Limited English Proficient Students	NC	85	8956	NC	96	95	NC	512	502	NC	42	56	NC	29	25	NC	28	18	NC	NA	1
Migrant Students	--	10	676	--	100	95	--	NA	523	--	NA	38	--	NA	25	--	NA	36	--	NA	1
Economically Disadvantaged	23	706	33014	92	92	95	549	556	534	22	16	31	4	20	24	70	53	40	4	11	5
Non-Economically Disadvantaged	78	2345	45386	100	98	99	601	581	569	5	8	15	8	12	15	58	60	52	29	20	18

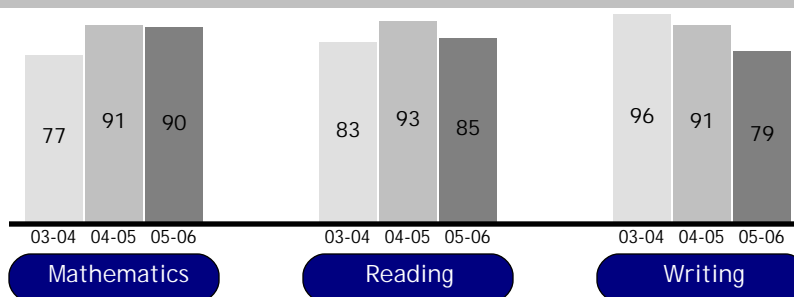
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	3080	79179	99	97	98	543	535	519	5	5	11	15	19	27	68	70	58	12	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	1518	38974	100	98	99	550	542	524	4	4	8	15	15	25	67	73	61	13	8	5
Male	49	1560	40124	96	97	97	535	528	513	6	6	13	14	23	28	69	67	54	10	5	4
African American	11	168	4243	100	96	98	491	524	506	9	8	14	55	23	32	36	67	51	NA	3	3
Hispanic	16	757	30987	94	96	98	538	521	498	6	7	17	19	27	36	63	64	45	13	3	1
Asian/Pacific Islander	NC	101	1832	NC	98	99	NC	540	543	NC	4	4	NC	13	17	NC	73	69	NC	10	10
American Indian/Alaskan Native	--	33	4573	--	100	96	--	530	494	--	3	16	--	21	41	--	73	42	--	3	1
White	72	2019	37467	100	97	98	552	541	539	4	4	5	8	16	17	74	72	70	14	8	8
Students with Disabilities	NC	261	8567	NC	77	88	NC	479	467	NC	28	39	NC	40	38	NC	28	22	NC	5	1
Students without Disabilities	94	2819	70612	100	100	99	545	539	524	4	3	7	14	17	25	70	74	62	12	7	5
Limited English Proficient Students	NC	85	9013	NC	96	95	NC	471	461	NC	27	40	NC	49	48	NC	24	12	NC	NA	0
Migrant Students	--	10	680	--	100	96	--	NA	487	--	NA	20	--	NA	43	--	NA	36	--	NA	1
Economically Disadvantaged	24	725	33345	96	95	96	505	516	499	8	8	17	38	29	36	50	61	46	4	2	1
Non-Economically Disadvantaged	77	2355	45834	100	98	99	554	541	533	4	4	7	8	16	19	74	73	67	14	8	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	3097	79734	100	98	99	576	573	554	1	1	3	9	11	19	90	87	78	NA	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	1524	39243	100	98	99	585	585	568	NA	1	2	6	7	12	94	91	85	NA	1	1
Male	51	1571	40413	100	98	98	568	561	541	2	1	4	12	16	26	86	83	70	NA	0	0
African American	11	169	4285	100	97	99	539	571	548	9	1	3	18	14	22	73	85	74	NA	NA	0
Hispanic	17	762	31254	100	97	99	573	563	539	NA	1	5	18	16	25	82	83	70	NA	0	0
Asian/Pacific Islander	NC	102	1837	NC	99	99	NC	581	579	NC	2	1	NC	10	9	NC	85	87	NC	3	2
American Indian/Alaskan Native	--	33	4613	--	100	97	--	586	535	--	NA	4	--	9	29	--	88	67	--	3	0
White	72	2029	37668	100	98	99	582	576	569	NA	1	1	6	10	13	94	88	85	NA	1	1
Students with Disabilities	NC	277	8943	NC	81	92	NC	517	495	NC	5	11	NC	44	51	NC	48	38	NC	3	1
Students without Disabilities	94	2820	70791	100	100	100	579	578	561	1	1	2	6	8	15	93	90	83	NA	1	0
Limited English Proficient Students	NC	85	9138	NC	96	97	NC	513	492	NC	7	13	NC	40	46	NC	53	40	NC	NA	NA
Migrant Students	--	10	687	--	100	97	--	NA	528	--	NA	6	--	NA	28	--	NA	65	--	NA	NA
Economically Disadvantaged	24	729	33718	96	95	97	553	559	538	NA	2	5	25	18	26	75	80	69	NA	1	0
Non-Economically Disadvantaged	78	2368	46016	100	99	100	583	577	567	1	1	2	4	9	14	95	89	84	NA	1	1

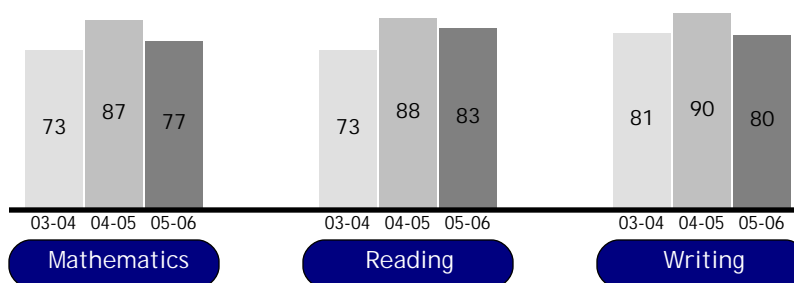
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

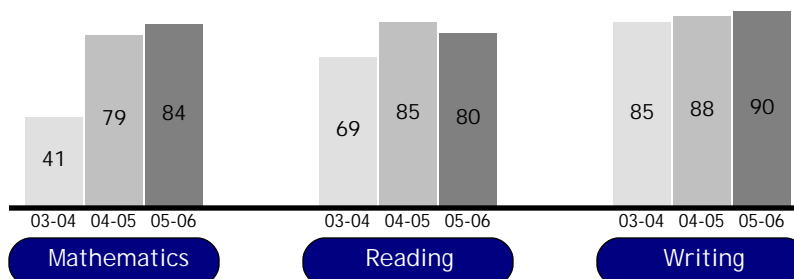
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	74	NA	58	99	58	53	47	92	56	56	46
	Language	100	67	60	50	99	57	53	47	92	65	59	48
	Mathematics	100	84	72	64	100	58	53	50	92	58	58	52
3	Reading	96	65	NA	55	100	70	52	44	97	67	56	46
	Language	100	76	70	61	100	68	50	44	97	68	54	46
	Mathematics	100	82	71	61	100	71	55	51	97	76	58	52
4	Reading	100	82	NA	56	99	63	54	48	98	70	59	52
	Language	100	78	60	52	99	63	55	49	98	72	59	52
	Mathematics	100	84	69	61	99	67	58	53	99	78	63	58
5	Reading	98	73	NA	55	98	67	56	50	94	70	63	56
	Language	100	68	56	49	98	71	56	50	94	73	61	54
	Mathematics	100	84	67	63	98	65	52	49	94	68	56	52
6	Reading	96	70	NA	56	99	63	58	51	95	70	65	56
	Language	100	64	60	48	99	62	55	47	95	73	58	50
	Mathematics	100	80	75	66	99	65	59	52	95	75	65	58
7	Reading	96	76	NA	54	99	66	59	50	98	72	63	54
	Language	95	80	67	58	99	68	62	52	99	76	67	58
	Mathematics	96	82	68	62	99	63	57	50	99	73	61	54
8	Reading	100	71	NA	55	98	68	58	51	99	72	67	58
	Language	100	74	64	52	98	64	56	50	100	68	63	56
	Mathematics	100	80	69	61	98	67	59	53	99	76	70	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü School Goal Implementation
- Ü School Safety Issues
- Ü Budget
- Ü Parent Education Programs
- Ü Extracurricular Activities
- Ü School/Community Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	52.00
Other Professional Staff	4.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	0	0
4 to 6 years	15	1	0	0
7 to 9 years	14	5	0	0
10 or more years	20	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	283
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer and Technology Labs
- Ü Gifted Differentiated Center

Extracurricular Activities

- Ü Student Council and NJHS
- Ü Band/Strings/Art/Chorus
- Ü Sign Language and Computer Club
- Ü Junior High Sports
- Ü Dance Club
- Ü Science Club
- Ü Chess Club
- Ü Drama Club

Social Services

- Ü YMCA Afterschool Program
- Ü Community/Parenting Classes
- Ü Apartment Educational Outreach Program
- Ü Counseling/Crisis Intervention Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü This past year, Copperwood was labeled as an Excelling school by the state of Arizona. This label is based on the AIMS scores from our 3rd, 5th, and 8th graders. We are very proud of our students and look forward to watching their continued success.
- ü Copperwood's magnet program for highly gifted students has grown from 15 students in 2000 to 151 students in 2005-2006. Gifted strategies, which are non-negotiable for gifted learners, are rapidly becoming standard fare for all students at this site.
- ü Extensive technology training is available enabling teachers to use high-tech teaching tools. Four demonstration classrooms have been created using state of the art equipment enabling technology to be integrated into all curricular areas.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	96	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

In addition to all of the ongoing programs, meetings, inspections and drills that promote a safe and orderly school, Copperwood has a crisis management plan which outlines the procedures for any emergency that may arise.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Terrie Barnes	(623) 412-4650
Transportation Policy	Val Barrett	(623) 486-6260
Community Resources	Jim Cummings	(623) 486-6000
School Nutrition Programs	Willie Gentry	(623) 412-6351
Parent Organization	Sandy Oates	(623) 878-9262
Student Health/Nurse	Virginia Brown	(623) 412-4653

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.